

**A COMPERATIVE STUDY BETWEEN THE EFFECT OF USING
SELF-REGULATED LEARNING AND LISTEN READ DISCUSS
STRATEGY ON STUDENTS' READING COMPREHENSION
AT SMK MIGAS TEKNOLOGI RIAU**

THESIS

Intended to Fulfill One of Requirements for the Award of Magister of Education at
Islamic Education Concentration on English Education Program



By

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**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
SULTAN SYARIF KASIM RIAU
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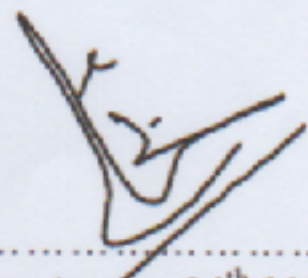
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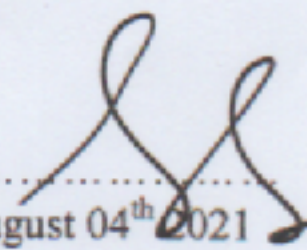
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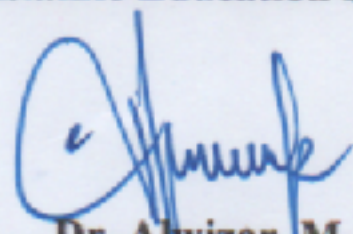
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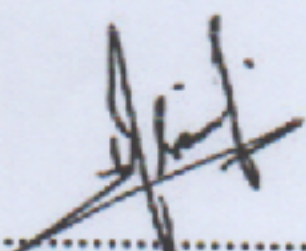
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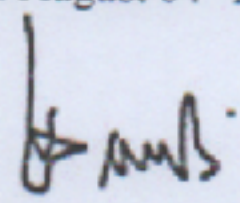
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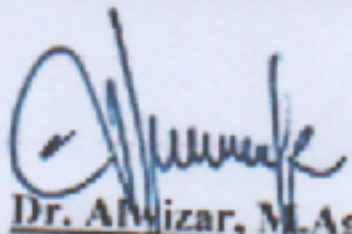

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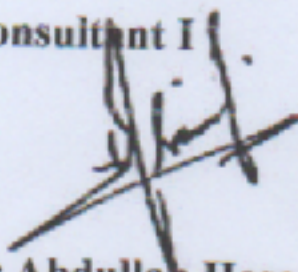
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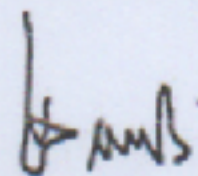
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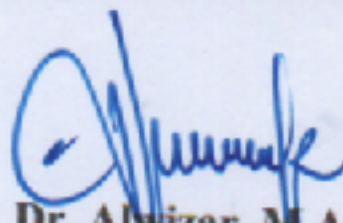
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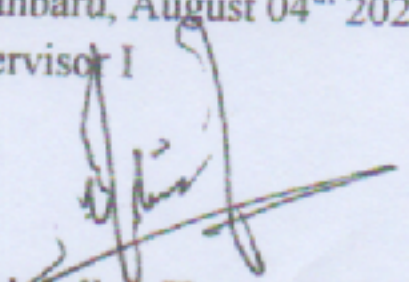
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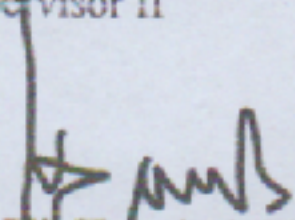
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ABSTRACT

Amril, 2021: "A Comparative Study between Self-Regulated Learning and Listen Read Discuss Strategy on Student's Reading Comprehension at SMK Migas Teknologi Riau"

Key Words: Comparative Study, Self-Regulated Learning, Listen Read Discuss and Reading Comprehension

This research was aimed to Comparative self-regulated learning and listen read discuss strategy on students reading comprehension. By this written could be helped the other teacher in teaching learning and making variety ways, approach, method and strategy in the classroom. This was conducted at SMK Migas Teknologi Riau. The research design is quasi experimental design non-equivalent, pre-test and post-test group design, two groups served as experimental groups, the subject of the research are the second grade students of SMK Migas Teknologi Riau class A and B. there are comprised 52 students in two classes. Self-Regulated Learning as experimental group 1 (N=26) and Listen Read Discuss as experimental group 2 (N=26). The instruments in this research are observations and test. The result of this study is comparative Self-Regulated Learning and Listen Read Discuss at SMK Migas Teknologi Riau. Self-regulated Learning includes activities such as setting academic goals, focusing on the instructions; using affective strategies to organize, repeat the information to be remembered and Listen Read Discuss builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. The collecting data by using pre-test and post-test, on reading comprehension, To analyze the final-test scores of the experimental groups, there searcher will use SPSS 20 program.

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ABSTRAK

Amril, 2021: “Perbandingan antara Strategi Pembelajaran Mandiri dan Strategi Mendengarkan Membaca Diskusi Terhadap Pemahaman Membaca Siswa di SMK Migas Teknologi Riau”

Kata Kunci: Penelitian Perbanding, Strategi Pembelajaran Mandiri, Strategi Mendengarkan Membaca Diskusi dan Pemahaman Membaca

Penelitian ini bertujuan untuk membandingkan strategi pembelajaran mandiri dan strategi mendengarkan membaca diskusi pada pemahaman membaca siswa. Dengan tulisan ini dapat membantu guru lain dalam belajar mengajar dan membuat berbagai cara, pendekatan, metode dan strategi di dalam kelas. Hal ini dilakukan di SMK Migas Teknologi Riau. Desain penelitian ini adalah quasi eksperimen design non-equivalent, pre-test and post-test group design, dua kelompok dijadikan sebagai kelompok eksperimen, subjek penelitian adalah siswa kelas II SMK Migas Teknologi Riau kelas A dan B. terdiri dari 52 siswa di dua kelas. Strategi pembelajaran mandiri sebagai kelompok eksperimen 1 (N=26) dan strategi mendengarkan membaca diskusi sebagai kelompok eksperimen 2 (N=26). Instrumen dalam penelitian ini adalah observasi dan tes. Hasil penelitian ini adalah perbandingan strategi pembelajaran mandiri dan mendengarkan membaca diskusi di SMK Migas Teknologi Riau. Strategi pembelajaran mandiri mencakup kegiatan seperti menetapkan tujuan akademik, berfokus pada instruksi; menggunakan strategi afektif untuk mengatur, mengulang informasi untuk diingat dan strategi mendengarkan membaca diskusi membangun pengetahuan dasar siswa sebelum mereka membaca teks, selama membaca dan setelah membaca dengan mendengarkan ceramah singkat guru, membaca pilihan teks, dan berdiskusi. Pengumpulan data menggunakan pre-test dan post-test, pada pemahaman bacaan. Untuk menganalisis nilai tes akhir kelompok eksperimen, peneliti akan menggunakan program SPSS 20.

ملخص

أمريل ، : مقارنة بين استراتيجيات التعلم الذاتي واستراتيجية الاستماع والقراءة والمناقشة عن فهم المقروء لدى الطلاب في المدرسة الثانوية المهنية ميجاس تكنولوجيا

2021

رياو

الكلمات المفتاحية: البحث المقارن، استراتيجيات التعلم الذاتي، إستراتيجية الاستماع والقراءة ومناقشة وفهم المقروء.

هذا البحث يهدف إلى مقارنة استراتيجيات التعلم الذاتي واستراتيجيات الاستماع والقراءة والمناقشة على فهم المقروء لدى الطلاب. هذه البحث يمكن أن يساعد المعلمين الآخرين في التعلم والتعليم ووضع طرق التعليم والمدخل والأسلوب والاستراتيجيات في الفصل الدراسي. تم إجراء هذا البحث في المدرسة الثانوية المهنية ميجاس تكنولوجيا رياو. هذا البحث بحث تجريبي بتصميم غير مكافئ، تصميم مجموعة الاختبار القبلي والبعدي، مجموعتان كمجموعة تجريبية، وكان فرد هذا البحث طلاب الصف الثاني في المدرسة الثانوية المهنية ميجاس تكنولوجيا رياو من الصف أ و ب. هناك 52 طالباً في الصفين. إستراتيجية التعلم الذاتي كمجموعة تجريبية 1 (العدد = 26) واستراتيجية الاستماع والقراءة والمناقشة كمجموعة تجريبية 2 (العدد = 26). كانت أدوات هذا البحث هي الملاحظة والاختبار. نتائج هذا البحث هي مقارنة بين استراتيجيات التعلم الذاتي واستراتيجية الاستماع والقراءة والمناقشة عن فهم المقروء لدى الطلاب في المدرسة الثانوية المهنية ميجاس تكنولوجيا رياو. تتضمن استراتيجيات التعلم الذاتي على أنشطة من تحديد الأهداف الأكاديمية والتركيز على التعليمات؛ استخدام استراتيجيات عاطفية لتنظيم وتكرار المعلومات للتذكر وإستراتيجية الاستماع والقراءة والمناقشة لبناء المعرفة الأساسية للطلاب قبل قراءة النص وأثناء القراءة وبعد القراءة من خلال الاستماع إلى محاضرة المعلم القصيرة والقراءة واختيارات النص والمناقشة. جمع البيانات باستخدام الاختبار القبلي والبعدي في فهم المقروء. لتحليل درجة الاختبار النهائية للمجموعة التجريبية، فاستخدم الباحث البرنامج الإحصائي للعلوم الاجتماعية.

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

English is taught as a foreign language in Indonesia, as it is also learned in many other Asian countries that make English, a principal goal of teaching English. The role of English is to contribute to the improvement of the country's education quality. Achieving the goal will help provide a path for efforts to improve the quality of the human resources of each country. English as a Global Language (EGL), needs the provision of effective English Language Teaching (ELT) programs (Dardjowidjojo, 2000; Jazadi, 2000). This proposition echoes the result of previous studies on ELT in Asia (Choi & Lee, 2007; Graddol, 2000, 2006; Nunan, 2003). English teachers are in a strategic position to contribute to the empowerment of human resources all over the world

The explanation above is in line with Darling-Hammond's statement that "education is increasingly important to the success of both individuals and nations, and growing evidence demonstrates that—among all educational resources— teachers' abilities are especially crucial contributors to students' learning" (2006a, p. 300). Therefore, an important element in this regard is the ability of English teacher to prepare qualified teachers, who, as indicated in Feiman-Nemser and Norman (2000), play significant roles to help schools in

developing knowledge, fostering socially acceptable values, and “lay[ing] the foundation for productive work and active citizenship” (p. 732).

Reading is important for educational in fact, students is difficult to get reading comprehension because the students should master aspect of reading (vocabulary, have prior knowledge and their interesting in reading) and other comprehensions such as listening, speaking writing and they must be able to develop and organize the ideas well (Rahma: 2015)

In this research, the researcher prove two strategies that can be applied in teaching learning especially in reading comprehension. This research will compare two strategies namely Self Regulated Learning and Listen Read Dicuss Strategy or SRL and LRD strategy.

Conducting self-regulated learning in school good for students because it can be make chance students active in classroom. Miller and Brown’s theoretical model for addictive behaviors (Miller & Brown, 1991), it is assumed that self-regulation is developed through seven successive processes: 1) Informational input (self-observation); 2) In Self-evaluation; 3) Instigation to change; 4) Searching for options; 5) Formulating a plan; 6) Implementing the plan,; 7) comprehensive assessment.

According to researchers, self-regulated learning and more specifically its social cognitive perspective, provides the appropriate theoretical framework for the understanding and analysis of the mechanism of the learning procedure in distance education in terms of learner’s autonomy (Lynch, & Dembo, 2004; Avezedo, 2005; Artino, 2007). Self-regulated Learning (SRL) refers to the

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learner's conscious intervention by controlling and regulating thoughts, emotions, strategies, behaviors and beliefs in the learning process in order to attain the learning goals (Zimmerman, & Schunk, 1989).

In the abundance of literature upon self-regulated learning and achievement especially in reading comprehension, a number of researches which the results of this study are in line with can be found. The emphasis on the crucial role of self-regulated learning strategies (Zimmerman, 2002; Schunk & Rice, 1998)

L-R-D helped students to better recall and develop relevant background information and appropriate anticipation, both of which are of great value in effective comprehension. Those students lacking prior knowledge about the content gaining. During the listening stage, allowing them to more easily comprehend the text during the reading stage. It helped students comprehend material presented orally. It built students' prior knowledge before they read a text. It engaged struggling readers in classroom discussions (Maemun and Farida)

The writer uses this technique because this research has purpose to know the effect of listen read discuss to the students' reading comprehension. In this research, the writer gives the treatment to the students by using listen read discuss strategy. (Rahma: 2015)

1.2 Statement of the Problem

An understanding of how learners' process new information and what strategies they employ to manage their reading tasks and achieve their comprehension goals is crucial since it is positively related to learners' language

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proficiency. Therefore, the researcher was encouraged to investigate and identify these strategies and their contribution to students' language proficiency.

It is a pivotal construct in contemporary accounts of effective academic learning. Self-regulation is essential to the learning process by which students direct their acquisition of academic knowledge. SRL creates opportunities for students to manage their own resources and to perform better in all learning processes. Self-regulated learners take responsibility for their own learning processes and adopt their learning strategies to meet their demands. Students use various cognitive, meta-cognitive, behavioural, motivational and environmental strategies to control and regulate their own learning. These strategies assist in SRL and simultaneously lead toward good academic achievement. Achievement is the main goal of students to make them success. The present study attempts to find out the relation of SRL and academic achievement of male and female science graduate students.

In fact, in our country English is one difficult lesson for some students, students need some variety teaching learning activities, strategy of teaching learning so that the students have not difficulties to comprehend English text on magazine, book, journal or TV, even to comprehend text in their English school books, while they have to read their compulsory books or other materials related to their lesson. Students still got confused to answer the question of the comprehension in reading text. There are many possible reasons that might it happens. One of the reasons could be the teacher teaches must aware that the strategy do not being monotonously and ineffectively. Teacher has given some

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strategy and material in teaching reading to stimulate students' comprehension in learning reading. Teacher teaches the students with techniques or strategies which it more be understood by students, so that students become more attention to learn.

Hence, the teacher should consider appropriate strategy for developing mastery in the learning activity which can encourage students' interest, their focus in learning reading comprehension and strategy which can be understood by students easily. It is supported by Burner, that effective learning, including learning how to be an effective teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided (cited in Manzo & Casale, 1985).

In this age of science and technology we are advanced in scientific affairs and objects; no doubt onside these objects such as radio, mobile phone, computers, games etc. assisted in our daily routine and has become part of life while in other side these affairs and objects have exerted considerable pressure on students effort to use their time and study related activities therefore they are distracting constantly. Students are struggling and facing of every day conflicts that arise due to the distractions and they are unable to self- regulate their learning. They are expected to know the strategies and to develop skills to utilize their time purposefully to maximize their performance and achievement. They need to regulate themselves to cope up with the rapidly changing scenario of the present world.

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It is not easy to define, quantify and measure student achievement. The most common indicator of achievement generally refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests. Many of the researches indicating the important role that students use of self-regulated learning strategies plays in their academic achievement (Zimmerman, 1990). Academic achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities (Ganai, et.al. 2013). It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is self-regulated. Trow (1956) defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils" performance".

Good (1959) refers to academic achievement as, "The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher" Mehta K.K. (1969) states "academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place". The learning outcome changes the behaviour pattern of the student through different subjects. In the investigation of Zimmerman & Martinez-Pons (1986) revealed that students" use of SRL strategies was strongly associated with superior academic functioning. One more interesting finding in their study

is that students in the lower achievement tracks tended to give several common non-self-regulated responses with greater frequency than students from the advanced track.

For foreign language comprehension, the identification of unknown terms and phrases that are central to a text is, in general, an appropriate strategy. Moreover, a suitable application of this strategy requires correct decision making about which terms are of central or peripheral importance, respectively. In analyzing the quality of strategy use, the adequacy of strategies is considered in even more detail than at the discrete strategy level. Such microanalytical studies of quality still tend to be rare.

Commonly, self-regulation or self-regulated learning is almost equated with using learning strategies (e.g., Perry, Hutchinson, & Thauberger, 2008; Weinstein, Acee, & Jung, 2011). This universal equation is justified in so far as every form of conscious action, including the application of learning strategies, presupposes a certain scope for decision making. Learning in schools cannot be conceived as either completely teacher-directed or as totally self-controlled by the student. Rather, most of these learning processes imply a minimum of self-regulation (Schunk & Ertmer, 2000, p. 632). From this perspective, the phrase “self-regulated learning” sounds slightly tautological. However, this basic consideration may obscure the fact that such a broad, action- theoretical concept of self-regulation does not necessarily cover instructional practices referred to as autonomous, independent, or student-oriented learning, for instance within the

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framework of “open,” constructivist approaches to teaching (Paris & Byrnes, 1989).

Many studies on learning strategies that draw on self-regulation deal mostly with “traditional” teaching where ordinarily only moderate freedom of choice is given to students. Studies on strategic learning situated in settings that strongly emphasize student self-regulation are rare. Notably, the small scope for decision making in instructed learning is used to explain the generally weak correlations between strategy use and learning outcomes (Artelt, 2006). It is important for instructors to know how to prompt students to use different processes of self-regulation with learning technologies within each phase of self-regulation, it is equally important to know how to design the learning environment to support student self-regulation as well as how to assist students to develop self-regulation skills. In the subsequent two sections, I discuss these issues in detail based on available empirical research evidence.

Drawing from their findings, Wang et al. (2012) provided two sets of suggestions for designing a virtual world learning environment. The first set of recommendations was with regard to student interaction and use of different tools and functions of the virtual world. That is, students should be familiar with technology tools that allow them to interact with other avatars and comfortable with navigating the virtual environment. The second set of recommendations was with regards to the different pedagogical aspects that virtual environments should incorporate. These include setting an appropriate time limit for task

completion, monitoring student performance, encouraging student self reflection, and providing feedback.

Since the content was originally discussed orally, students cannot read the entire text on their own to get at least a surface level of reading comprehension. Students who lack knowledge about the content get it during the listening step, which allows them to be more easily to understand the text during the reading step. Listen-Read-Discuss strategy is relatively easy to create because they can enhance a student's understanding about many lessons

Purwanti (2017) with the study which said that using Listen-Read-Discuss strategy found that the students enjoyed more in learning reading and comprehend the text easily. It can be stated that through LRD strategy students enjoyed more and become motivated to learn English.

1.3 Limitations of the Problem

Davoudi and Yousefi (2015) have listed a number of EFL learners' reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties (Samad, Jannah & Fitriani, 2017).

Reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts (Kasim and Raisha, 2017)

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Number of strategies could be applied to enhance students' reading comprehension, each strategy has strength and weakness. In a situation certain reading strategy may be applicable in another situation it may not be suitable to be used. This research will compare Self Regulated Learning and Listen Read Discussion strategy to Student's Reading Comprehension. This research will conduct for the second grade of SMK Migas teknologi Riau to compare Self Regulated Learning and Listen Read Discussion will be compared to see which one gives better results to improve the students' reading comprehension.

1.4 Purposes and Objective of the Research

The main purpose of this study is compare of Using Self Regulated Learning and Listen Read Discuss strategy on students' reading comprehension in procedure text at SMK Migas Teknologi Riau.

The objective of this research are:

1. To examine the effect of Self Regulated Learning strategy on students reading comprehension at SMK Migas Teknologi Riau.
2. To examine the effect of Listen Read Discuss strategy on students reading comprehension at SMK Migas Teknologi Riau.
3. To examine the effective strategy for teaching reading comprehension at SMK Migas Teknologi Riau.

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1.5 Research Questions

The research questions of this research are formulated as in the follow questions:

1. Is there any significant difference of using Self Regulated Learning Strategy on students' Reading comprehension before and after treatment at SMK Migas Teknologi Riau?
2. Is there any significant difference of using Listening Read Discuss Strategy on students' Reading Comprehension before and after treatment at SMK Migas Teknologi Riau?
3. Is there any sinificant difference of using Self Regulated Learning Strategy and Listening Read Discuss strategy after treatment at SMK Migas Teknologi Riau?

1.6 Significance of the Research

This research expected to be very beneficial one. The benefits can be on teching reading theoretically and practically. Theoretically, this research can be contributed a reference for the future research. Then it is expected that this research can be given a new ways of learning strategies for teaching as achieving result to teaching as the process of achieving result. In practically, this research, using Self Regulated Learning and Listening Read Discussion strategy in the classroom, it is expected the the students can improve and apply creative thinking in answering or solving reading comprehension or problem. Using the technique, the teacher can engage the students in the learning process.

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1.7 Rational of Study

This research will conducted to find consider effect of using Self Regulated Learning strategy and Listen Read Discuss on students Reading comprehension at SMK Migas Teknologi Riau it will be carry out in consideration of student's reading by fullfill their academic tasks if their reading comprehension low, it will be it will influence their achievement. Students will require use of SRL strategies such as organizing, goal-setting, planning, self-evaluating, information seeking, record keeping, self-reflecting, self-monitoring, and reviewing (Boekaerts & Corno, 2005; Winne & Perry, 2000; Zimmerman & Martinez-Pons, 1990). Furthermore, It is suitable with Manzo (1985) said that the listen-readdiscuss strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material.

1.8 Definition of Terms

There are some involved in this reseach, to avoid misunderstanding of terms used in this research, the following terms are defined as follows:

a. Comparative Study

The comparative study is the research that involves comparing two groups to see if some independent variable has caused change in a dependent variable (Lodico, et al, 2006: 209). This study uses two strategies in reading that are compared. Those are concept attainment strategy and advance organizer strategy.

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b. Self Regulated Learning (SRL)

Self-Regulated Learning (SRL) is as an active, constructive process through which learners set goals for their learning and they try to monitor, regulate, and control their cognition, motivation, and behavior which are then guided and constrained by their goals and contextual features of the environment (Pintrich, 2000). Zimmerman (2000) defined it as the degree to which students are motivated, use metacognitive strategies, and become behaviorally active in their learning process and in accomplishing their goals. Wolters, Pintrich, and Karabenick, (2003) pointed out that selfregulation concerns monitoring, management, and control of cognition, motivation, and behavior in order to achieve.

Research on self-regulation of academic learning and performance developed two decades ago to answer the question of how students become master of their own learning processes. In contrast to measures of mental ability or academic performance skills, as Soureshjani (2011) states “self-regulated learning refers to self-regulation learning (SRL) refers to the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, in to an academic performance skill”

c. Listen Read Discuss (LRD)

According to Richardson (1999: 10) in Robby Ibrahim (2017: 27) LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy can help the

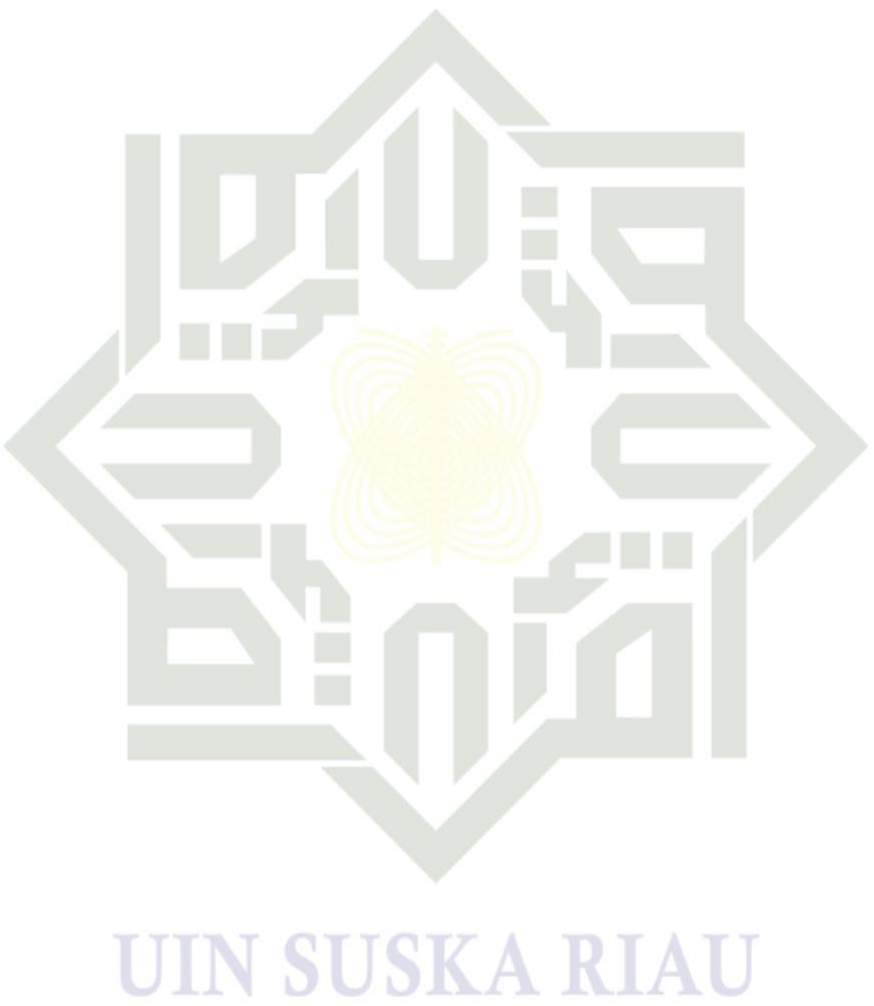
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students synthesize the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read.

d. Reading Comprehension

Reading comprehension as a skill is of paramount in second and foreign language classrooms. It is considered as an enjoyable activity transfer much information. Also it is a means that the learners by which can enhance their knowledge (Rivers, 1981). Alderson defines reading as "an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed" (Alderson, 2000, P.8). It is a process by which the relevant knowledge will be activated and related language skills will be accomplished by an exchange of information. It is required that reader focuses attention on reading materials and integrates the previous acquired knowledge and skills to comprehend what someone else has written (Shahmohammadi, 2011). Reading is always purposeful. It is an integral part of the daily life, assumed to be an activity that everyone do. The reason for reading depends on its purpose (Berardo, 2006)

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CHAPTER 2

LITERATURE REVIEW

2.1 Reading

Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds (Grabe & Stoller, 2002), Reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction (Alfassi, 2004). Students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker, 2000). Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare and Othman, 2013)

2.1.1 The Nature of Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge,

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vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text (Pang, et al 2003)

2.1.2 The Purpose of Reading

Widdowson (1979: 169) claims that the definition of reading that Goodman (1967: 128) purposed describes the general process which reveals that reading is basically a specific comprehension of discourse strategy. This definition gives the impression that reading is reaction to meanings which translated explicitly from the text. Since it is explicitly converted from text, it results the consequence that there are many assumption is using, so that the entire understanding from the content of text cannot always be fully seized.

Reading comprehension has always been quite important for both language learners and teachers. Technically speaking, reading is a process which encompasses activating relevant knowledge and related language skills to accomplish an exchange of information from an individual to another (Chastain, 1988).

2.2 Reading Comprehension

In the contexts of reading comprehension, Barrett's taxonomy of reading comprehension (cited in Clymer, 1968) presented five skill categories of reading comprehension such as 1) literal, 2) reorganisation, 3) inferential, 4) evaluation, and 5) appreciation. In addition, Day and Park's (2005) taxonomy of reading comprehension, and Bloom's taxonomy of educational objectives revised by Anderson et al. (2001) presented almost the similar skill categories. According

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to the taxonomies, literal comprehension refers to the information explicitly stated in the text, whereas reorganisation comprehension needs an ability to synthesise, analyse, and integrate the information plainly stated in the text. Contrarily, inferential comprehension refers to locate information implicitly stated in the text through making assumptions and conjectures. These three skill categories are similar in the taxonomies in terms of concepts and meanings and are commonly used terms in the area of reading comprehension (Gill, 2008). Skilled readers comprehend more successfully than less skilled readers because skilled readers use strategies such as activating background knowledge to comprehend text and to draw valid inferences about what they have read (Dickson, Simmons, & Kame'enui, 1998).

Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect. Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text. (Pang, et al 2003)

2.2.1 The definition of Reading Comprehension

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Reading comprehension is a vigorous process of constructing meaning from a piece of

text and understanding it effusively and comprehensively (Nakamoto, Lindsey, & Manis, 2008). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). Comprehension is a strategic process in which readers adjust their reading to suit their reading purpose and the type or genre of text they are reading (Wynne, 2008).

Reading is one of skill in the language that needs to be considered. Skilled reading makes students better understand all the material taught. This indicates that the subjects read in the field of Indonesian studies should receive greater attention. Reading skills is one very powerful tool for obtaining a wide range of specific information, including science and technology. Therefore, reading is a basic requirement for an advanced society. (Sangia, 2018)

Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses (Goodman, 1967: 128).

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2.2.2 The Factor Influencing Reading Comprehension

Reading comprehension and reading fluently are necessary skills that students must acquire to become good readers. There are students who can read fluently, yet do not understand what they read, which means that teachers should ask questions about the text to ensure comprehension. When students do not read fluently, this can hamper comprehension because the student takes so long trying to figure out the words that the meaning is lost (Wynne, 2008)

A lack of background knowledge is often one of the factors that affect comprehension. When students do not understand the topic at hand, they will have difficulty reading about the topic no matter how fluently they read. Other factors that affect the level of comprehension are:

- Lack of word recognition skills
- Inability to determine the meanings of words through context clues
- Insufficient level of vocabulary development

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill (Nation, 2009)

Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. Such intensive reading usually involves translation and thus comprehension of the text. So, one goal of intensive reading may be comprehension of the text (Nation, 2009).

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To be successful at reading comprehension, students need to actively process what they read. Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading (Willis, 2008)

2.3 Teaching Reading

Direct instruction approaches provide for more explicit and systematic instruction related to the key ideas associated with improved reading comprehension. For example, because word meaning relates to understanding text, a direct instruction approach would ask teachers to identify key words in a passage and teach their meaning prior to reading (Nation, 2009).

2.4 Analytical exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

The purpose of analytical exposition is to reveal the readers that something is the important case. The Generic Structures are thesis, arguments and reiteration/conclusion. The dominant Language Features are using modals, using action verbs, using thinking verbs, using adverbs using adjective, using technical terms, using general and abstract noun and using connectives/transition.

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2.5 Self Regulated Learning

Self-regulated learning includes activities such as setting academic goals; supervising the corresponding execution; addressing and focusing on the instructions; using affective strategies to organize, encode and repeat the information to be remembered; setting up a productive work environment and using resources effectively; maintaining positive beliefs on one's own capabilities, the value of learning, the factors that influence learning and anticipated outcomes of the actions; and experiencing pride and satisfaction with one's own efforts (Zimmerman, 1994).

Self-regulated learning involves a development process in its acquisition. For Roces (1995) due to the fact that self-regulated learning is basically made up of knowledge, beliefs, learning skillsets, it is malleable in response to environmental influences. As such, self-regulated learning is formed when learners are involved in the instructional experiences. The development of a self-regulated learning process is related to the characteristics of the task. This characteristic is especially related to the knowledge of the field of study, type of task and the interest in it on the part of the student.

Zimmerman (2001), the majority of the self-regulated learning definitions require the deliberate use of specific processes, strategies or responses on the part of the students in order to increment their academic performance. In all the definitions, the first characteristic assumed is that the students are cognisant of the potential utility of the self-regulated processes in the improvement of their academic achievement.

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On the other hand, a second characteristic that is assumed in the majority of the self-regulation definitions is the self-feedback during the learning process. This feedback circuit refers to the cyclical process in which the students supervise the effectivity of their learning methods or strategies and respond to that feedback in a variety of manners, from changes uncovered in their self-perception to other more evident changes in their behaviours, such as substituting certain learning strategies with other ones (Zimmerman, 2001).

The third common characteristic is a description of how and why the students choose to use certain self-regulatory process, strategies and responses. It is noteworthy to mention that it is this characteristic of the motivational dimension of self-regulated learning in which theoreticians disagree greatly. As of the 1960s, teaching variables (input) and learning (output) ceased to be important, and instead, the processes that occurred within the student came to the forefront.

The student is no longer a passive agent and becomes an active agent instead, who not only repeats information but actually perform operation on it. This led to two major focuses of attention and study. The first one concentrates on the way in which the student captures and organizes information. The second one is centred on the motivational processes of learning.

Self-efficacy is defined as “beliefs in one’s capabilities to organize and execute courses of action required to produce given attainments” (Bandura, 1997, p. 3) and is part of the self-regulation process. The process of self-regulation consists of three phases: fore thought, performance, and self-

reflection (Zimmerman, 2000). The forethought phase includes processes and beliefs that precede efforts to learn, such as motivation, self-efficacy, goal-setting, and planning. Among these concepts, self-efficacy is most often misinterpreted and often confused with similar constructs like self-concept, self-esteem, and self-confidence.

Self-regulation and self-efficacy are related constructs in which self-efficacy is perceived to be a subcomponent of self-regulation. Self-regulation reflects any effort individuals make to modify their responses through inhibiting impulses and substituting them with different approaches that lead to desirable outcomes; thus, individuals with strong self-regulation tend to be highly self-efficacious (Luszczynska, Gutierrez-Dona, & Schwarzer, 2005). Not all strategies are self-regulated learning (SRL) strategies. Pintrich (2004) proposed four important assumptions for SRL strategies: (a) learners are actively constructing meaning, setting goals, and choosing strategies; (b) learners have the potential to control the direction of their learning; (c) the strategies are goal-oriented rather than random; and (d) the strategies mediate the relationship between personal and contextual characteristics and achievement or performance.

2.5.1 The Concept of Self Regulated Learning

Schunk and Rice (1987, 1991) conducted numerous studies analyzing the effects of the explicit instruction of self-regulated learning strategies and the modeling of SRL strategies on reading comprehension. They also found that specific strategy instruction when combined with modeling SRL strategies

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increased comprehension more than modeling or explicit strategy alone (Schunk & Rice, 1987). These findings were corroborated and extended when researchers (Souvignier & Mokhesgerami, 2006) found that SRL strategy instruction combined with reading strategy instruction resulted in positive, long-term effects in reading comprehension that were significantly different from control groups.

Interest also seems to be a factor in SRL strategy use. Multiple studies have found that students with high interest in a specific text made significantly greater use of cognitive and metacognitive strategies such as planning, self-monitoring, and focusing while reading (Mason, 2004; McWhaw & Abrami, 2001), and high levels of *personal interest* directed toward a specific topic was positively correlated with the use of SRL strategies (McWhaw & Abrami, 2001).

2.5.2 The Analytical Exposition of Self Regulated Learning

Banarjee and Kamlesh Kumar (2014) in their article present study was carried out on 300 undergraduate students pursuing B.Sc. final year. These consist of 165 male and 135 female UG science students from four different colleges in Varanasi district of U.P., selected through stratified random sampling. “self-regulated learning scale” developed by researcher has been used in this present study. This five point scale consisted of 46 items. It measures four major domains (self-motivation, cognition and metacognition, behaviour, and environment) and 14 different self-regulated learning strategies namely self-evaluation, organisation and transforming, goal setting and planning,

information seeking, record keeping, self-monitoring, environmental structuring, giving self-consequences, rehearsing and memorizing, seeking social assistance and reviewing records. The reliability was estimated by the split-half method (odd-even) method and found to be 0.724 and researcher established the content validity. For the academic achievement of B.Sc. Final year students; the scores of B.Sc. 2nd year examinations had taken which is conducted during academic year 2012-13 in August month.

The paper aims to explore the relationship between students' self-regulation ability and their learning performance. In this study, self-regulation ability is conceptualized by four dimensions: learning motivation, goal setting, action control and learning strategies. 6,524 students from 20 aided secondary schools in Hong Kong participated in the questionnaire survey. Factor analysis and reliability test were used to confirm the constructed validity and the reliability of the survey instrument. Multiple regression analysis was applied to explore the relationship among variables. The results showed that students' learning motivation, goal setting, action control and learning strategies played a significant role in their learning performance.

According to Information from self-reports was collected in the classroom during regular class from both university students and competitive examination candidates. For the university students, data on presage variables (personal self-regulation, sex, age) was collected during the month of October. Later, in the month of February, students completed the scales measuring Process variables (learning approaches, coping strategies, self-regulated learning

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and regulatory teaching). In the month of May-June, satisfaction with learning was assessed, and teachers of the participating classes were asked for the mean total scores for each student, as measured through continuous assessment over the academic year (Product variables). Competitive examination candidates, on the other hand, completed the different questionnaires during their preparatory course. Candidates provided data on presage variable (personal self-regulation, sex and age) in October, and, depending on time availability, they completed the questionnaire pertaining to the Process Variable (coping strategies) at sometime during the course.

The complexities which involve recalling information, organising ideas and content, and considering correct use of grammar, punctuation, and paragraphing have made writing to be the most demanding task for students. Based on the result of the preliminary study, only two students out of 26 students could achieve the minimum mastery standard, which is 80. The students writing result suggested that most of the students had low proficiency in grammar. The students did not know how to use coordinating and subordinating conjunctions and modal auxiliaries. Moreover, the students also had difficulties in developing the content and the organisation of the text. As a result, their analytical exposition writing lacked of coherence among the ideas presented. The proposed solution to the problems in the classroom was to combine Self-Regulated Strategy Development (SRSD) method and argument map. Self-Regulated Strategy Development (SRSD) is a method which teaches learners two essential strategies, which are writing strategies and self-regulation

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strategies. It consists of 6 recursive stages, namely (1) developing background knowledge, (2) discussing the strategies, (3) modelling the strategies, (4) memorising the strategies, (5) supporting use of writing and self-regulation strategies, and (6) independent performance. Meanwhile, argument map is a visual representation of arguments. It is beneficial in organising the arguments and helps point out the relation among arguments. This study employed Collaborative Classroom Action Research. It comprises four stages, namely (1) planning, (2) implementing, (3) observing, and (4) reflecting. The researcher worked collaboratively with the English teacher during the research process. The researcher acted as the one who implemented the strategy, while the English teacher acted as a collaborator who observed the teaching and learning process. The subjects of the study were 27 students of tenth graders in Science major of Acceleration Program in Islamic Senior High School 3 Malang. There are four instruments utilised in the study, namely questionnaires, writing scoring rubric, observation checklist, and field note. The research was conducted in one cycle which consisted of five meetings. The result of the study showed that the implementation of Self-Regulated Strategy Development (SRSD) method and argument map successfully made the students' quality of writing much better. This was reflected in the achievement of the criteria of success. All the students grouped according to their ability in writing have successfully achieved the targeted score. In terms of the students' involvement in the teaching and learning activities, the average score for students' involvement in five meetings was 89%. Therefore, the implementation of the method and the strategy has

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proven to be effective in improving students' ability in writing analytical exposition texts. Based on the result of the present research, it is suggested that English teachers incorporate Self-Regulated Strategy Development (SRSD) method and argument map to improve students' writing ability and to create a good atmosphere for learning writing. For future researchers, it is suggested that they conduct a research which implements Self-Regulated Strategy Development (SRSD) method with different types of text. In addition, it is suggested that the future researchers implement the method in regular program of senior high school as it has longer time allocation per meeting. This is suitable with the method since it involves many stages. With regard to argument map, it is suggested that future researchers conduct a research investigating the use of argument map in understanding the argumentation in analytical exposition text or argumentative/persuasive writing (Qolbi, 2017)

2.5.3 The Purpose of Self Regulated Learning

2.5.3.1 Helping Students Set Learning Goals

In order to promote students' self-regulated learning, teachers should first help them to set a specific learning goal. Setting goals can facilitate students' understanding of their own learning tasks (Lei, Wang & Tanjia, 2001). A perfect goal should be specific, measurable, feasible and timely. Teachers should assist students to move towards a determined goal by various measures including deciding a deadline, formulating a plan, anticipating achievements, encouraging and conducting self-assessment (Rader, 2005). In a first step, teachers can help students record their goals and the reasons for choosing their

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goals. After several days, the teachers ask students to check their records and delete the goals they are no longer interested in, and then set up their specific goals. The second step is to teach students how to decide the deadline for their goals according to the actual learning progress. The third step is to help students list the obstacles to achieving their learning goals, think about solutions and then make a strategic plan. The fourth step is to guide students to predict the outcome if they achieve their learning goals. The fifth step is to continuously encourage them to move towards their learning goals and give positive feedback on students' weaknesses. Lastly, the teacher should assist students with self-assessment (Cheng : 2011)

2.5.3.2 Promoting Students' Learning Motivation

Promoting students' learning motivation is a key component of self-regulated learning (Boekaerts, 1995; Corno, 1986, 1987; Pintrich & De Groot, 1990). Teachers should design long-term and short-term learning goals according to the learning objectives and encourage students to learn step by step. This learning model can help students improve their metacognition and self-efficacy and promote their learning motivation. The teacher can also use other strategies such as norm-referenced measurement and attributional feedback to promote students' motivation (Zhang & Tai, 2004). Using norm-referenced measurement, the teacher avoids criticising students in class and publicising test results, which may have an adverse impact on students' enthusiasm in terms of competing with others. In class, students are differentiated in terms of aptitude. Comparing students' performances may frustrate some diligent students with

lower achievement levels and lead them to give up on learning. Teachers should avoid merely giving marks or grades to students. Rather, they should point out students' strengths and weaknesses and suggest a remedial plan to improve their learning. Their comments should highlight the progress in knowledge and skills made by the students and develop students' mastery orientation. In addition, teachers should provide attributional feedback and emphasise that students' progress is directly related to the effort applied. Lastly, teachers should explain to students the values of different subjects in class and relate subject topics to their real lives. The teacher should design assignments that target problem-solving in real life situations and use multiple teaching methods in order to increase students' learning interests (Lin, 1997).

2.5.3.3 Developing Students' Learning Strategies

The results of this study show that mastering the application of learning strategies can improve students' learning performances. Schunk & Zimmerman (1998) propose a four-phase model for developing students' learning strategies. The first phase is to assist students to develop necessary skills such as writing and note-taking strategies. The second phase involves checking and discussing students' writing and introducing the objectives and strengths of teaching writing strategies and how and when to self-assess. The third phase is to demonstrate how to use appropriate self-writing strategies such as defining questions, planning, using strategies, self-assessment, copying, correction, and self-enhancement. In the fourth phase, the students should memorise the steps of writing strategies and self-statement. They should be encouraged to explain the

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meanings and maintain creative meanings. Ultimately, students should use this strategy independently in their own work. If students always use self-regulatory strategies step by step, for example goal setting or self-assessment, they can start to work independently (Cheng : 2011)

2.5.3.4 Developing Students' Self-regulated Ability

Of all the factors considered in this study, action control makes the most significant contribution to students' learning performances. Action control plays a critical role in the self-regulation process for monitoring students' learning process. It not only reveals students' learning weaknesses but also alerts them to the effectiveness of their learning strategies (Zimmerman & Paulsen, 1995). Teachers should demonstrate how to conduct self-regulation and choose strategies for learning by thinking aloud and teaching students the skills of self-monitoring through directed instruction (Zimmerman, Bonner and Kovach, 1996). For example, teachers may demonstrate their own self-monitoring tables or choose one strategy under specific circumstances and assess the outcomes of implementation, then modify the strategy based on the outcomes. By helping students develop self-monitoring skills, teachers can transfer the responsibility for learning to the students. Zimmerman & Paulsen (1995) propose four teaching steps for developing students' self-regulation ability. These are benchmark self-monitoring, structured self-monitoring, independent self-monitoring and self-regulatory monitoring. In benchmark self-monitoring, students collect the baseline data of their own learning difficulties and set up a benchmark. Teachers may ask students to record their reading materials and

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assess the efficacy of their reading comprehension, including start and end time, number of pages, location and environment. Students should regard their reading efficacy as a benchmark and add their own comments. After establishing the benchmark, they set up their reading objectives. Structural self-monitoring means that students observe their learning according to the self-monitoring model provided by the teacher in class. Teachers should specifically define the requirements of learning activities and assist students to self-monitor their learning on the basis of these requirements. For example, in a reading activity whose purpose is to understand the meaning of a text, teachers may demonstrate how self-questioning can help them monitor whether they really comprehend the text's meaning. These questions are as follows:

1. Can I summarise the main idea of the text?
2. Can I list the five important learning points in this chapter?
3. Can I write a short comment?
4. Can I discuss the topic raised in this chapter?
5. Are the important learning points I list consistent with those proposed by my classmates and teacher?

After being taught the principles of structured self-monitoring, students should apply self-monitoring in their learning and develop their own independent monitoring mechanism. Independent self-monitoring refers to the internalisation of the structural self-monitoring model applied in the course of their individual learning. Teachers should use different types of structured monitoring models over several weeks and guide students to develop their own self-monitoring

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models in order to master the learning content. If students can apply their own monitoring model to regulate their learning progress by referring to the self-monitoring models provided by their teachers, their self-monitoring matures and develops. Self-regulatory monitoring refers to students developing self-regulatory models targeting other learning activities. The teacher asks students to develop their own self-monitoring regulations and actions, for example taking the initiative to prepare for exams, refining their learning notes and writing up reading reports. In the process of self-regulated learning, the teacher does not directly teach students strategies but helps them to effectively self-regulate their learning (Wu, 2004). Therefore, when teachers develop students' self-regulation ability, they must demonstrate different kinds of self-regulatory strategies and the efficacy of self-regulated learning, keep continuous records of students' learning progress and predict students' problems in self-regulated learning. They can then integrate self-regulated learning into their courses and modify their teaching methods according to their experiences of self-regulated learning.

2.5.3.5 Self Regulated Learning and Academic Achievement

Many of the researches indicating the important role that students use of self-regulated learning strategies plays in their academic achievement (Zimmerman, 1990). Academic achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities (Ganai, et.al. 2013). It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is self-regulated. Trow (1956) defined academic achievement as

“knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils” performance”. Good (1959) refers to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher” Mehta K.K. (1969) states “academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place”. The learning outcome changes the behaviour pattern of the student through different subjects. In the investigation of Zimmerman & Martinez-Pons (1986) revealed that students’ use of SRL strategies was strongly associated with superior academic functioning. One more interesting finding in their study is that students in the lower achievement tracks tended to give several common non-self-regulated responses with greater frequency than students from the advanced track.

Self-regulated learning is an important aspect of learning and achievement in academic contexts. Students who are self-regulating are much more likely to be successful in school or college, to learn more, and to achieve at higher levels. Accordingly, it is important for schools and classrooms to attempt to foster the development of expertise in self-regulated learning. In the twenty-first century and as the explosion of information and multiple ways of learning increase, it will become even more important that individuals know how to self-regulate their learning and that fostering self-regulated learning becomes an

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important goal for all educational systems. From the above studies, it was felt that self-regulation is an important factor which has many aspects like, self-motivation, self-control on cognition and behaviour etc.; which influence the achievement of the student or person. One who have the SRL they would be successful in his life mainly in academic field, but many of the students not feel that it is important so; they want to ignore this. Therefore I felt that study on this topic is needed; Due to this I came to know the strategies which must be used in life for academic achievement (Banarjee Payel & Kamlesh Kumar: 2014)

The self-regulated learning is makes changes in academic achievement among the students. We can say that a person who possesses the self-regulated learning will also achieve more in his/her academic activities. Moreover the self-regulated learning is an increasing factor of academic achievement. Now a day's education is mainly based on the academic marks of the students at all level. The good academic achievement is also depends on the aspect of self-regulated learning so students would focus on their self- motivation, cognition and meta cognition development and reforming in their behaviour as well as their environment. One can improve his academic performance by possessing the good level of self-regulated learning throughout his entire life. There for it can enlighten the future of an individual. (Banarjee Payel & Kamlesh Kumar: 2014)

According to Zimmerman, Bonner, and Kovach (1996), to be successful in homework completion, learners need to be self regulated by setting homework goals, selecting appropriate learning strategies, maintaining motivation, monitoring progress, and evaluating homework outcomes. From the self-regulation perspective, all learners can be empowered to control their

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environment, maintain motivation, and reflect about homework progress (Cleary & Zimmerman, 2004).

Under this framework, effective learners are self-regulated students who take a proactive approach in the presence of obstacles (Corno, 2001; Zimmerman, 1998) in order to complete homework assignments in an effective manner. They orchestrate their learning strategies to pursue long-term learning outcomes. Although students need to be self-regulated to effectively maximize the outcome of their homework efforts, this call for self-regulation of homework completion is also a call for teachers to inspire students to be engaged in learning and to provide intrinsically rewarding and autonomous homework assignments.

2.5.3.6 Self-regulated Learning in Digital Environments

Various terms are used to describe instructional applications of contemporary technologies. For example, *e-learning* is a general term used to describe learning environments that are: 1) networked, which enable instant updating, storage / retrieval, distribution and sharing of instructions or information; 2) available to the end user via a computer using standard internet technology; and 3) focused on the broadest view of learning that goes beyond the typical paradigms of instruction (Hung, Chang & Hwang, 2011) Similarly, *Technology Enhanced Learning Environments* (TELE) refer to “technology-based learning and instructional systems through which students acquire skills or knowledge, usually with the help of teachers or facilitators, learning support tools, and technological resources” (Wang & Hannafin, 2005) With respect to

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Web-Based Learning Environments (WBLE), the internet is used to access materials and communicate with peers and instructors (Arenas, Ramírez, & Rondán, 2011) *Digital Learning Environments* (DLEs) are technical solutions that support learning, teaching and studying activities (Suhonen, and Sutinen, 2006) DLEs include any combination of educational software, digital learning tools, online study programs and e-learning Resource (Anohina, 2011). It is common for DLEs in higher education to include a learning management system (LMS) that is able to track and report on instructional activities, classroom and online events, e-learning programs and learning content (Ellis, 2009). LMSs vary from being able to manage training and educational records to having the ability to distribute courses over the internet with features for online collaboration (Adeyinka and Mutula, 2010). Although the generic nature of the term DLE is preferred, regardless of the specific expression used, the flexibility, adaptability and comprehensive range of available digital technologies are increasingly conceptualized as inherently supporting SRL (Hsu, Ching, Mathews, & Carr-Chellman, 2009; Tsai, 2009)

In traditional learning environments (i.e., face-to-face classrooms), teachers use instructional procedures to present curriculum materials (Kumar, Dharma, Raghuram, Venkateshwarlu, Sachin, Jahir, Mahamood, Ali and Desai, 2011) In DLEs, learners make use of curriculum materials and instructional procedures via tools and technologies. Elements of the DLE (i.e., instructional technologies, materials and procedures) have the potential to facilitate SRL. Digital technology such as LMS (e.g., Moodle and Blackboard) and other

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resources (e.g., Apple teaching apps) support the delivery of instruction by providing teachers and students with accurate, meaningful and accessible information. Specific online tools (e.g., webconferencing, blogs and discussion forums) facilitate student collaboration with teachers and peers (Garcia-Valcarcel, 2010). Computer-based assessments deliver immediate and formative feedback (e.g., online grade books). Such technologies have the capacity to promote the cyclical phases of SRL including task comprehension and then planning, strategizing and evaluating moving toward completion of the necessary task. In DLEs, technological systems, curriculum materials and instructional procedures enhance SRL by providing mechanisms and opportunities for students to clarify their understanding of the task, develop effective plans, select from repositories of strategies and monitor personal mastery of learning requirements (Artino, 2007; Sitzmann, Bell, Kraiger, and Kanar, 2009). Steffens, (2006) concluded that SRL is maximized in TELEs that, in addition to content, provide opportunities for student interaction, feedback and self monitoring.

Then, Winne, 2005; Winne, 2006; Darabi, Mackal, & Nelson, 2004 established that software such as Electronic Performance Support Systems and Electronic Plan (ePLan) promoted SRL in students by providing direction and assistance indelineation of the problem or the required learning task. Narciss, Proske and Koerndle (2007) demonstrated that computer learning tools such as Study Desk supported SRL by providing note taking features and allowing students to seek further explanations as may be required. (Santhanam,

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Sasidharan, and Webster, 2008) reported that SRL increased by promoting students' understanding of required elearning activities.

Having determined preliminary understanding of required learning tasks, students who are self-regulated develop a plan and select strategies by which to approach the required tasks (Winne, 2005; Winne, 2006). Banyard, Underwood, and Twiner (2006) reported that internet use in the classroom promoted SRL strategies such as planning, pacing and self management. Greene, Bolick, and Robertson (2010) established that student planning was facilitated in a WBLE. Kramarski, and Mizrachi (2006) observed that the use of an online discussion tool increased peer interaction and use of SRL strategies such as self evaluation. Yang (2006) established that student use of performance control (i.e., self instruction and self-monitoring) and cognitive strategies were increased in WBLE. Hu and Gramling (2009) noted that students in WBLE demonstrated metacognitive SRL processes (i.e., goal setting, strategic planning, self-monitoring and self-evaluation). Students also selected and executed both specific and general learning strategies including rereading, note taking, visualizing, using online audio support, help seeking, time-management and effort-regulation.

Nicol (2009) confirmed that the use of LMS by first-year university students increased SRL strategies such as progress monitoring. Denton, Madden, Roberts and Rowe (2008) found that the use of computer-based assessment supported SRL by providing timely and relevant progress monitoring and feedback. Miller (2009) reported that a majority of student sex pressed

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satisfaction for the capabilities of computer-based assessment in providing prompt grading and feedback. In a DLE, Kitsantas and Zimmerman (2007) attributed improved motor-skills to continual progress monitoring. Geddes' (2009) sample of business students confirmed that online grade book monitoring positively impacted on academic achievement and was used more than any other feedback tool.

SRL is promoted by teachers who provide instruction architecture that encourages students to ensure that the learning task is fully understood, select and execute effective plans and strategies and monitor personal progress (Winne, 2005). Such instructional architecture is more readily available and applied in digital, as opposed to traditional, learning environments (Winne, 2006; Steffens, 2006). Trigano, (2006) established that scaffolded guidance in the TELE enhanced student use of cognitive strategies. Azevedo, Cromley, Thomas, Seibert and Trom (2003) reported that the use of metacognitive guidance in WBLE was related to student use of SRL, this is, students provided with scaffolded guidance used planning strategies more often than students not provided with such online guidance. Azevedo, Moos, Greene, Winters and Cromley (2008) confirmed that students who were provided with online scaffolded support, compared to those who were not, demonstrated significantly increased SRL (i.e., planning, strategizing and monitoring). Similarly, Kramarski and Michalsky (2006) showed that students who were encouraged to use SRL through online scaffolded guidance out performed students who were not provided with such guidance. Shen, Lee, and Tsai (2008) noted that

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scaffolded support of problem-based learning scenarios in WBLE improved student grades and SRL. Roll, Aleven, McLaren, and Koedinger (2011) established that computer-based tutoring systems such as the Geometry Cognitive Tutor provided students with automated scaffolding support to helpseeking strategies. With respect to college students, “some research evidence suggests that faculty can use social software tools to facilitate student self-regulated learning processes, such as goal setting, self evaluation, and help seeking” (Kitsantas and Dabbagh, 2011)

SRL is associated with a range of individual student differences, including level of self-efficacy, motivation and emotional control (Efklides, 2011; Sitzmann and Ely, 2011). Such student characteristics may be more easily accommodated in digital, as opposed to traditional, learning environments (Geddes, 2009; Sungur and Tekkaya, 2006; Wang, 2011). (Darabi, Mackal, and Nelson, 2004) established that training software increased student level of self-efficacy. Joo, Bong and Choi, (2000) reported that self-efficacy in learning predicted student cognitive strategy use and test performance in WBLE. Trigano, (2006) and Lenne, Abel, Trigabo and Leblanc (2008) observed that TELE promoted student motivation. Steffens (2008) discovered that TELEs supported cognitive and motivational components of SRL. Edens (2008) demonstrated that elements of online course design improved student motivation and preparation for class. Lee and Tsai (2011) reported a significant difference in collaboration, information searching and SRL between online and traditional learning environments; students perceived online or WBLE/TELE as offering a better collaboration

experience. In reviewing the capacity of TELEs to promote SRL, Steffens (2006) concluded that “self-regulated learning not only involved cognitive, but also motivational and emotional factors” and, by inference, that SRL is enhanced by teachers who provide students with emotional encouragement and support in the processes of learning.

2.5.3.7 Self-regulation on First and Second or Foreign Language Reading

Self-regulated reading comprehension entails strategic thinking and action, for example, self-monitoring of reading by pausing to examine the text more closely and reading it again (Zimmerman, 1999). In other words, self-regulated learners are perceived as metacognitively skillful users of cognitive strategies (Zimmerman, 1989) who have metacognitive knowledge about learning strategies (Zimmerman, 1986) and show what it means to be a —strategic reader (Allgood, Risko, Alvarez, & Fairbanks, 2000, p. 202). However, there are few studies dealing with the effect of self-regulation on reading achievement as well as their interrelationship. For example, Souvignier and Mokhesgerami (2006) showed that training in self-regulatory strategies along with reading strategy instruction could have long-term, positive impacts on First Language (L1) reading comprehension. Kumi-Yeboah (2012) also found that self-regulatory processes promote achievement in L1 reading in social studies content. Likewise, exploring the effect of metacognitive reading strategies on five college students’ ability to self-regulate L1 reading, Nash-Ditzel (2010) found that participants’ increased knowledge of reading strategies and their

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successful use of the strategies contributed to their ability to self-regulate their L1 reading.

As for second/foreign language reading, in a descriptive study, Finkbeiner, Knierim, Smasal, and Ludwig (2012) explored how the adequate use of learning strategies can be facilitated during cooperative reading tasks in the EFL classroom. They not only identified teachers' support actions which were more conducive to self-regulation and facilitated students' strategy use but also provided recommendations on how to modify teachers' help. Pratontep and Chinwanno (2008) also investigated students' SRL strategies and English reading comprehension in an extensive reading program. Students reported frequent use of metacognitive and performance regulation strategies and the use of self-regulated learning strategies in the performance phase more often than in the forethought or self-reflection phases.

On the whole, successful reading comprehension depends on the effective use of such strategies as making inferences, predicting, looking for relationships, understanding meanings, rephrasing text, and monitoring (Chamot & Kupper, 1989; Martínez, 2011) which are regarded as self-regulated learning strategies by Byrnes (2008) and Zimmerman and Campillo (2003). Among these strategies, making inferences which is a top-down (Hudson, 1988) and a higher-level process (Grabe & Stoller, 2002) in second/foreign language reading is an important microskill that makes second/foreign language learners efficient readers (Brown, 2001). In other words, an EFL reader should be able to identify the relations between ideas and events in the text as well as the relations

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between the text and his general background knowledge. It should also be noted that these relations are often not presented explicitly and must be inferred (Horiba, 1996).

Some empirical studies have targeted at inferencing in second/foreign language reading. Kern (1989) found a positive, albeit not significant, effect on ability to infer meaning from context after having taught reading strategies to university-level Second Language (L2) French students. Hopkins and Mackay (1997) also found that good readers were active in making inferences. Likewise, the results by Hammadou Sullivan (1991) showed that beginner students of French drew more overall inferences from the texts than more advanced readers did, and that the advanced readers who had greater familiarity with the topic of the text made fewer incorrect inferences. In a case study by Hammadou Sullivan (2002), ten advanced learners of French were found to be aware of their thought processes as well as their inferencing while reading authentic texts.

Self-regulation is correlated with higher levels of academic achievement (e.g., McClelland, Morrison, & Holmes, 2000; Pressley, 1995) and facilitates reading comprehension (e.g. Collins, Dickson, Simmons, & Kameenui, 2001). In addition, self-regulatory behaviors and skills in reading include drawing inferences (Zimmerman & Campillo, 2003) and asking inferencing questions while reading (Schraw, 1997). Furthermore, given the importance of reading strategies, particularly inferencing in both L1 (Dole, Duffy, Roehler, & Person, 1991; Keene & Zimmerman, 1997) and second/foreign language (Grabe & Stoller, 2002), there seems to be a paucity of research on the ways training EFL

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learners in self-regulatory reading strategies could lead to their making better inferences while reading.

Takallou (2008) examined the effect of metacognitive strategy instruction on university students' reading comprehension and their metacognitive awareness. All the groups were given Oxford's (1990) SILL to assess their level of metacognitive awareness.

2.6 Listen Read Discuss Strategy

Richardson (1999) cited from Ibrahim (2017) Listen-Read-Discuss is a strategy of comprehension that construct students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy may help students unite between the author's words and their own, thus take affect in their comprehension to learning and remembering about what they read. Moreover Purwanti (2017) with the study which said that using Listen-Read-Discuss strategy found that the students enjoyed more in learning reading and comprehend the text easily. It can be stated that through LRD strategy students enjoyed more and become motivated to learn English.

2.6.1 Listen Read Discuss Strategy in Teaching Learning

It is suitable with Manzo (1985) said that the listen-readdiscuss strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. With this strategy the students will be more active because in this strategy the students build their prior knowledge before

reading by themselves then this strategy also use discuss, so the students can share their idea to other friends.

It is supported by Burner, that effective learning, including learning how to be an effective teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided (cited in Manzo & Casale, 1985). To comply what Burner says about what is needed to make an effective learning, the teacher can use one strategy which was introduced by Manzo & Casale-Manzo, Listen-Read-Discuss.

Jennifer Hamilton in her article stated that listen, read, discuss strategy is a good strategy to teach reading material, the students to hear the lecture from the teacher first before even reading. In this step, the students use their prior' knowledge about the text then the struggling readers into the discussion because the text is discussed before reading. In addition, Jennifer Hamilton's statement is supported by Tarek Elabsy (2013) stated that for the struggling students, who have difficulty reading proficiency on their own, benefit from this activity because they activate their prior knowledge through listening to the teacher's introduction of the topic.

2.6.2 Listen Read Discuss Strategy and Reading Comprehension

Putri (2012) found that there is significant effect of using LRD (Listen, Read, Discuss) strategy on reading comprehension at the second year students of State Junior High School 9 Tapung.

LRD had been proven by Rusyida (2009) in his thesis that teaching reading through Listen-Read-Discuss strategy gave positive effect to students'

reading comprehension. Moreover, McKenna & Stahl (cited in Karin, 2007; 10) that LRD is a viable instructional strategy when students have too limited a vocabulary to comprehend informational text (Karin). Based on the explanation above, Listen-Read-Discuss is one strategy which has effectiveness, meets the needs in teaching and learning reading comprehension and can be a powerful means to the student for improving their reading comprehension.

Listen-read-discuss (LRD) strategy able to help the students' reading comprehension and Listen-read-discuss strategy gave significance effect to the students before and after being taught by using LRD strategy. It indicated that Listen read discuss strategy should be applied in English teaching and learning process especially in reading comprehension about narrative text. In addition, this method has suggestion to the teachers, and the students. The teacher should be able to choose the best way to present the material, so that the student will be able to follow teaching learning process as well as possible (Riawan: 2019)

Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text (Manzo & Casale, 2002). It means that LRD strategy will make students understand a text before they read it. It is important to make students understand what they read about, so LRD can be a teaching strategy for reading comprehension.

The procedure of teaching reading comprehension through LRD based on the Taxonomy of procedures for teaching EFL reading and variations in teaching reading comprehension through LRD based on Manzo & Casale-Manzo (1985; 11) in Dwiono as follows:

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a. Pre-Activities

- 1) Teacher greets the students.
- 2) Teacher gives brainstorming to students.
- 3) Teacher stimulates students' curiosity.

a. Students predict what they will read.

4) Facilitating the task.

a. Teacher informs the class that teacher will present presentation which will cover all details of the material, but they will need to read to discover what questions these detail answer.

b. Whilst Activities

- 1) Teacher presents the information from the text in the customary lecture style.
- 2) Reading Give the students times to read the textbook version of the same material.
- 3) Teacher puts the students into teams and provides times for students to delve into a topic in greater depth.
- 4) Checking comprehension and facilitating comprehension.

Discuss the material students have heard and read. Teacher can use question, adapted and extended from Smith in Manzo & Casale, these questions recommended for provoking a fruitful discussion following reading:

- a. What did you understanding most from what you heard and read?.
- b. What did you understanding least from what you hear and read?.

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c. What questions or though did this lesson raise in your mind about the content and/or about effective reading and learning?.

c. Post Activities Practicing reading skill.

- 1) The teacher gives the score and does reflection.
- 2) The teacher closes the meeting.

2.7 Teaching Reading Comprehension of Analytical Exposition Text Through Self Regulated Learning and Listen Read Discuss Strategy

According to Curriculum 2013 (K13) (Depdiknas, 2013) there is Analytical Exposition text whict teach in Senior High School. Analytical Exposition text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc

Reading is learning ways for students to enrich their ability and knowledge because reading is the process of deriving meaning from text (King and Johnston : 2006). With reading the reader can get information and knowledge because reading has a deriving process that make the reader easy to get the writers' idea.

Reading is an interactive process in which reader's prior knowledge of the subject and the purpose for reading, operate to influence what is learned from text (Ifrianti, 2009). Moreover, According to Johnstone & King (2006; 2), reading is decoding and understanding text. Harmer states that reading is useful for language acquisition. Provided that the students more or less understand

what they read, the more they read, the better they get at it (Harmer, 2009). In addition Patel and Jain (2007; 113) state that reading is an important activity in life with which one can update his/her knowledge. It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update her/his knowledge.

Regarding the problem above, in order not to make the problems happen continually, the teacher should find an appropriate strategy in teaching reading to help the students comprehend the text. Boardman et al (2007: 8) state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself. It means that reading comprehension involves much more than readers' responses to the text. Previous knowledge of readers also plays an important role to help them understand and comprehend the information and ideas in a written text. Besides, the readers need strategies of reading to help them get exact information and ideas provided in a text.

Self-regulated learning is a proactive process that students use to acquire academic skills, such as setting goals, selecting and deploying strategies, and self-monitoring one's effectiveness (Zimmerman, 2008). The potential of student-centered, inquiry-based approaches to be realized, students must make the shift to their new role as active learners and develop self-regulated learning (SRL) skills. SRL refers to the extent to which learners are metacognitively,

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motivationally, and behaviorally active in their own learning process (Zimmerman, 1989).

Self-regulated learners are able to set goals, plan a course of action, select appropriate strategies, self-monitor, and self-evaluate their learning. They are also intrinsically motivated to learn and report high self-efficacy for learning and performance (Zimmerman & Kitsantas, 2005).

Self-regulation has been suggested (Kruglanski et al., 2000) to have two constructs: (1) assessment which refers to the initial part of the selfregulation process when the individual assess, compare and appraise possible goals and procedures needed to attain these goals; and (2) locomotion, referring to the action-based part of self regulation when the individual takes action and adheres to a step-by-step approach until the goal is reached.

Unlike Rubicon's model of action phases (Gollwitzer, 1990; Heckhausen, 2000), Kruglanski and colleagues (2000) and Higgins and colleagues (2003) have studied locomotion and assessment separately and conceptualized them in accordance to Lewin's distinction between setting a goal and striving for it (Lewin, Dembo, Festinger, & Sears, 1944). In other words, assessment and locomotion are two separate and individual personality orientations, both influencing self-regulation in order to help a person to achieve a goal (Higgins et al, 2003; Kruglanski et al, 2000). If a person is high in the assessment orientation, she/he tends to reflect and assess different possible pathways and goals. This type of person often evaluates her/his personality and behavior. Instead, individuals who are high in locomotion focus primarily on

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achieving goals and moving forward. These individuals reflect and evaluate goal achievement factors only briefly and get going with the action part of the task, or as accurately depicted by the Nike slogan: “they just do it” (Kruglanski et al., 2000).

Self-regulated learning processes do not just enrich motivation, but also predict outstanding academic and athletic achievement (Zimmerman & Kitsantas, 2005). Self-regulated learning strategies include organization and transformation, data research, record keeping, self observation, environmental structuring, self-effectuating, repeating, memory, surveying, and social aid (Zimmerman, 1990).

In general, studies highlight the following characteristics that differentiate students that self-regulate their learning from those that do not do so (Corno, 2001; Weinstein, Husman and Dierking, 2000; Zimmerman, 2002):

- a) They know how to use various cognitive strategies (rehearsal, elaboration and organization) that help them to process, elaborate and retain information.
- b) They know how to plan, control and direct their mental processes towards achieving their personal goals (*metacognition*).
- c) They present adaptive motivational beliefs and emotions such as: high sense of academic efficacy, adoption of learning goals, development of positive emotions to tasks (enjoyment, satisfaction, enthusiasm, etc.) as well as capacity to control and modify them.
- d) They plan and control the time and efforts to be used in the tasks. They know how to create and structure a favourable learning environment

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(appropriate place to study and help seeking from teachers and colleagues when they have difficulties).

e) If the context so permits, they participate in the choice, control and regulation of aspects related to academic tasks, climate and structure of the class.

f) They set up different volitional strategies, aimed at avoiding external and internal distractions to maintain their concentration, effort and motivation during the implementation of academic tasks.

According to Richardson (1999: 10) LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy can help the students synthesize the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read. It is supported by some previous researcher namely Salman (2012) and Heri (2011) who found that the students who had taught by using Listen Read Discuss Strategy have higher score in reading comprehension than the students who have no taught by using Listen Read Discuss Strategy and the Listen Read Discuss Strategy gave significant effect toward students reading comprehension.

The following treatment is a collection of procedures of the implementation of LRD strategy, Manzo (1985) states that LRD is the core

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process occasionally by having the class LRD, Anthony (1995). The steps are as follows:

- a. Select a portion of text to be read. Teacher uses graphic organizer as medium in presenting information or summary of the text. Students should listen a summary of the text presented by their teacher.
- b. Teacher asks the students to read the text and compare what they have listened to their understanding of the text on their own.
- c. Teacher asks the students to discuss their understanding of what they have read and listen to other students in small group. One group consists of three or four students'.
- d. Teacher asks the students to report the result of discussion.

2.8 Related Studies

The first previous study is taken from Najva Nejabati (2015) about the effect of reading comprehension by Self-regulated Learning as written in the article “ *The Effects of Teaching Self-regulated Learning Strategies on EFL Students’ Reading Comprehension*” conducted the research to undergraduate EFL students (N=24, each group containing 12 students) were assigned to experimental and control groups. The experimental group received training on self-regulated learning strategies and how to use these strategies in their reading comprehension course in 8 sessions, 4 weeks and 16 hours, while control group did not receive any instruction. Two parallel multiple choice TOEFL reading tests were used to measure the effects of self-regulated learning strategy training. The data was analyzed through a sample of independent sample t-test.

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The results of the study suggested that experimental group performed significantly better on posttest administration of the reading test.

Second, in this research drew on a model of self-regulated learning (SRL) (Butler & Cartier, 2005; Cartier & Butler, 2004) by titled *Secondary students' self-regulated engagement in reading: researching self regulation as situated in context* to investigate student engagement in learning through reading (LTR) as situated in context. Our overarching goals were to enhance theoretical understanding about SRL as situated, identify patterns in self-regulated *learning through reading* (LTR) for secondary students within and across classrooms, and continue developing productive methodological strategies for investigating SRL and LTR. To those ends, we employed a mixed-methods design to find patterns within and across 31 classrooms at multiple levels of aggregation. Participants secondary schools located within an urban, multicultural school district within the province of British Columbia (BC), Canada had been working collaboratively with researchers over time to better understand and promote students' self-regulated approaches to LTR. In this report, we focus attention on data collected for 646 secondary students engaged in curriculum-based LTR activities. Findings were derived from two coupled assessments: A self-report questionnaire and a performance-based measure of LTR. We used frequency, factor analytic, and cluster analyses to create descriptive profiles of SRL (across emotion, motivation, cognition, and metacognition). Main findings were: (1) important mismatches between students' self-reported LTR engagement and the demands of LTR activities; (2) four coherent profiles of LTR engagement

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(actively engaged; disengaged; high stress/actively inefficient; passive/inactively efficient), (3) moderate links between students' self-reported LTR profiles and LTR performance; and (4) differences in SRL profiles that reflected individual-context interactions. We close by distilling implications for understanding, researching, and fostering SRL as situated within naturalistic settings.

Reading is an essential skill and probably the most important skill for second or foreign language learners (Grabe, 1991). It is an interactive and complex process influenced by linguistic and cognitive, social and cultural, and affective and motivational factors (Lu, 1989). To empower this skill, EFL learners can make use of self-regulated learning strategies which are good predictors of EFL learners' attainment. The present study attempted to investigate the impact of self-regulated strategies on promoting Iranian intermediate EFL learners' reading comprehension skill. To this aim, 72 Iranian EFL learners from four intact classes in an English language school in Ahvaz took part in the study. Two classes were randomly selected to form the experimental group and the other two classes were randomly chosen as the control group. To check their reading proficiency, all 72 EFL learners took a TOEFL reading test with a reliability coefficient of 0.86. Subsequent to that, the experimental group received instruction on SRL strategies to promote their reading comprehension skills and the control group just followed anon-SRL type of instruction on their reading comprehension skill. All of the participants were male EFL learners whose ages varied from 24 to 37. All participants came

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to their reading class twice a week for three months. The results of the posttest revealed that the participants of the experimental group outperformed their counterparts in the control group. Therefore, it should be pointed out that self-regulated strategies had a significant impact on Iranian intermediate EFL learners' reading comprehension skill. This study recommends the use of self-regulated learning strategies in teaching English textbooks in Iran's Educational system.

The third, the title is *The Impact of Self-Regulated Strategies on Iranian EFL Learners' Reading Comprehension Skill* (Mehrgan and Elnaz, 2017). An interactive and complex process influenced by linguistic and cognitive, social and cultural, and affective and motivational factors (Lu, 1989). To empower this skill, EFL learners can make use of self-regulated learning strategies which are good predictors of EFL learners' attainment. The present study attempted to investigate the impact of self-regulated strategies on promoting Iranian intermediate EFL learners' reading comprehension skill. To this aim, 72 Iranian EFL learners from four intact classes in an English language school in Ahvaz took part in the study. Two classes were randomly selected to form the experimental group and the other two classes were randomly chosen as the control group. To check their reading proficiency, all 72 EFL learners took a TOEFL reading test with a reliability coefficient of 0.86. Subsequent to that, the experimental group received instruction on SRL strategies to promote their reading comprehension skills and the control group just followed a non-SRL type of instruction on their reading comprehension skill. All of the participants

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were male EFL learners whose ages varied from 24 to 37. All participants came to their reading class twice a week for three months. The results of the posttest revealed that the participants of the experimental group outperformed their counterparts in the control group. Therefore, it should be pointed out that self-regulated strategies had a significant impact on Iranian intermediate EFL learners' reading comprehension skill. This study recommends the use of self-regulated learning strategies in teaching English textbooks in Iran's Educational system.

The fourth A Comparison Between Save The Last Word For Me And Listen-Read-Discuss (Lrd) Strategies On Students' Reading Comprehension At SMPN 1 Teluk Pinang, The study utilized Quasi Experimental Design Non-equivalent Pre-test and Post-test Group Design. The participants of the study comprised 76, year two students of Junior High School 1 Teluk Pinang. Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies were used on two experimental groups which experimental group 1 (n= 38) using Save the Last Word for Me strategy and experimental group 2 (n= 38) using Listen-Read-Discuss (LRD) strategy. Data were collected using pre-test and posttest of students' reading comprehension test. Quantitative data were analyzed using descriptive and inferential statistics. The finding showed significant difference in reading comprehension score between the experimental group 1 and experimental group 2 through Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies.

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2.9 Operational Concept and Indicators

To avoid misunderstanding and misinterpretation the concept of this research, it is important to give the operational concept and indicator in this research to make it easy to measure and assess. It means that it is necessary to expose to avoid some misinterpretation for the reader of this thesis. Thus, the main technical terms existed in this research are necessary to be operated in this research.

There are some factors necessary to be operated in this operational concept and indicators. In this research, there are three variables; they are (X1) using Self Regulated Learning as independent variable, (X2) using Listen Read Discuss as independent variable and (Y) Students' reading comprehension as dependent variable because this research will be experimental research, the researcher using two classes, experimental group 1 and 2 before teaching by Self Regulated Learning and Listen Read Discuss, the Students have been taught by conventional technique. The operational concept for each variable can be described as follows:

2.9.1 Indicator of Variable X1: Teaching Treatment by Using Self Regulated Learning Strategy:

1. The teacher uses various cognitive strategies to help the students to process, elaborate and retain information.
2. The teacher plans, controls and directs students' mental process towards achieving their personal goals.

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3. The teacher presents adaptive motivational beliefs and emotions as well as capacity to control and modify them.
4. The teacher plans and controls the time and efforts to be used in the tasks and how to create and structure a favourable learning environment.
5. The teacher asks the students to participate in the choice, control and regulation of aspects related to academic tasks, climate and structure of the class.
6. The teacher maintains the students' concentration, effort and motivation during the implementation of academic tasks

2.9.2 Indicator of Variable X2: Teaching Treatment by Using Listen Read Discussion

The following treatment is a collection of procedures of the implementation of LRD strategy, Manzo (1985) states that LRD is the core process occasionally by having the class LRD, Anthony (1995). The steps are as follows:

1. The teacher selects a portion of text to be read.
2. Teacher uses graphic organizer as medium in presenting information or summary of the text. Students should listen a summary of the text presented by their teacher.
3. Teacher asks the students to read the text and compare what they have listened to their understanding of the text on their own.

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4. Teacher asks the students to discuss their understanding of what they have read and listen to other students in small group. One group consists of three or four students.

5. Teacher asks the students to report the result of discussion.

2.9.3 Indicator of Variable Y: Reading Comprehension

According to Mahmudah (2017 , p. 135)

- 1) Recognize the true meaning of words in the paragraph,
- 2) Able to identify reference words of the text.
- 3) Able to distinguish fact and details only.
- 4) Able to identify what was written by an author in text

2.10 Assumption and Hypothesis

2.10.1 Assumption

Using Self Regulated Learning and Listen Read Discussion strategy will help students comprehend what they read joyfully. Reading comprehension is important to be learned to increase students comprehension especially in the target language text form.

2.10.2 Hypothesis

According Creswell (2008:137) there are two kinds of hypotheses which have to be made before the researcher conduct their experimental research. Hypothesis are formulated to draw a connection between variables. Two hypothesis are null hypothesis (Ho) and alternative hypothesis (Ha) the hypothesis in this study are describe as follows:

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Ho₁ : There is no significant difference of students' reading comprehension pre-test mean score between experimental group 1 and group 2 at SMK Migas Teknologi Riau

Ho₂ : There is significant difference of students' reading comprehension between post-test and post-test mean score by using Self Regulated strategy of the experimental groups at SMK Migas Teknologi Riau

Ho₃ : There is significant difference of students' reading comprehension between the pre-test and post-test mean score by using Listen Read Discussion strategy of experimental group at SMK Migas Teknologi Riau

Ho₄ : There is significant difference of students' reading comprehension post-test mean scores between experimental group 1 and experimental group 2 at SMK Migas Teknologi Riau.

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CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

The design of the research is a Quasi Experimental Design Non-equivalent Pre-test and Post-test Group Design” Two groups served as experimental groups. Experiment is the proof of a hypothesis which seeks to make up two factors into a casual relationship through the study of contrasting situations which have been controlled on all factors the one of interest, the latter being either the hypothetical cause or the hypothetical effect (Singh, 2006). In other sides, Arystates that quasi experimental design is used where true experiment design is not feasible (Ary, Jacobs, Sorensen, & Razavieh, 2010).

In this research, in two classes one class as group experimental 1 which treated by self regulated learning and the another class as group experimental 2 by using Listen Read Discussion. For both classes group experimental 1 and group experimental 2 pre-test and post-test administered to the students. Pre-test will give at the begenning of teaching learning in order to identify the students English reading comprehension. Then the experimental groups will give treatment by using self regulated learning and Listen Reading Discussion strategy.

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3.2 The Location and the Time of the Research

The research will conducted on second year students in the SMK Migas Teknologi Riau, located on Setia Maharaja or Parit Indah street, Pekanbaru and it will conduct two months June to July 2021.

3.3 The Subject and Object of the Research

Based on the title of the research, the subject of the reseaech will second year students of SMK Migas Teknologi Riau. The object of the research will compare of using Self Regulated Learning and Listen Read Discuss on students' reading comprehension.

3.4 Population and Sample

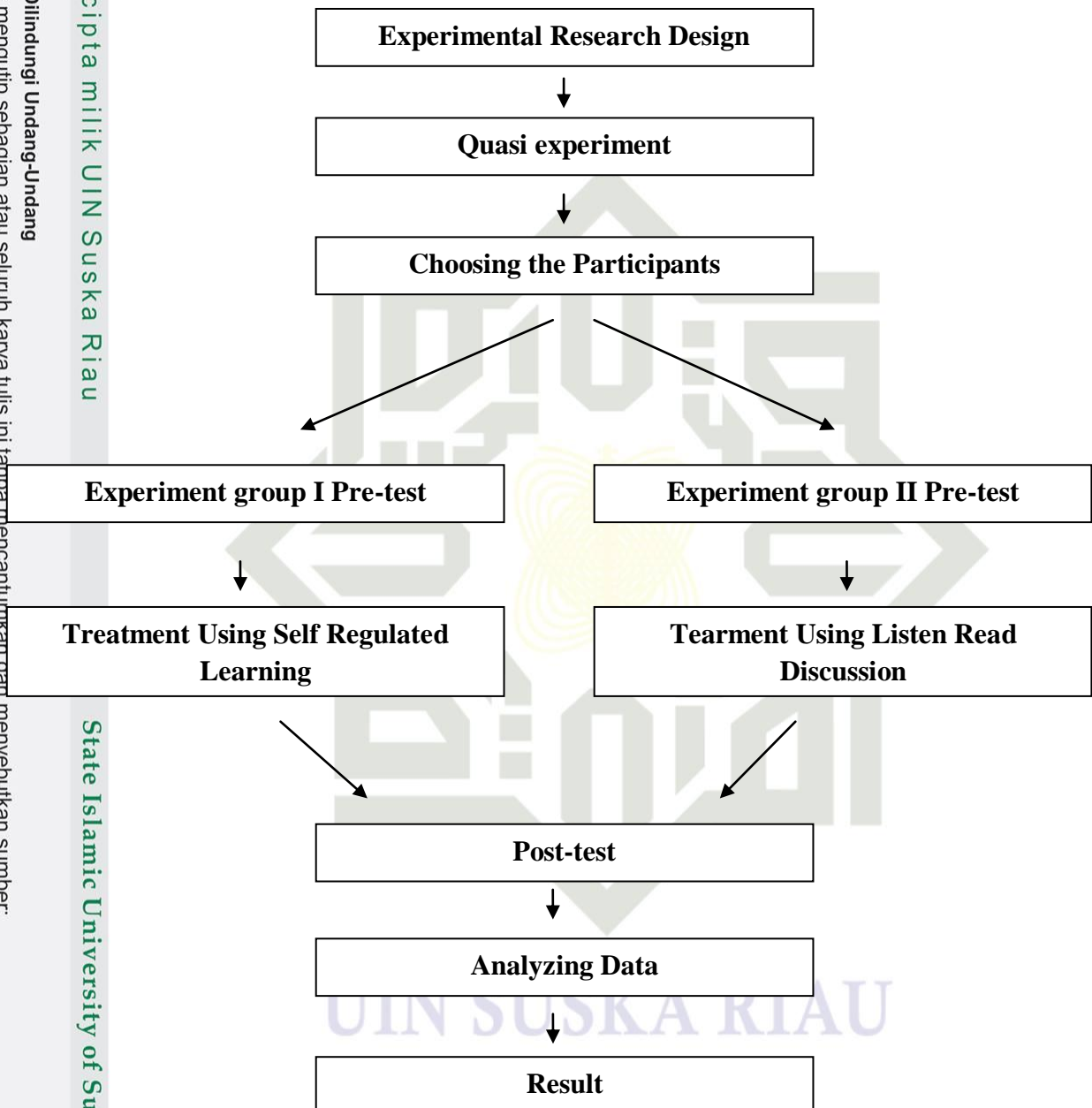
3.4.1 Population

The population of this research was the second year students of SMK Migas Teknologi Riau, Academic 2020/2021. It will consist of two classes the total of students 52.

3.4.2 Sample

According to Gay (2000) sampling is the process of selecting a number of individual or a study in a such a way that they represented the larger group from which they are selected. The total of sample research will 52 students divided into two classes, class A and B. Class 2A compose 26 students will experimental group I and class 2B compose 26 students which experimental group II. Gay (2000:129), state that *cluster sampling* randomly selected group, not individual. All the number of selected group will similar characteristics.

The Research Procedure



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3.5 Research Instrument

To collect the data, reading administrated as the instrument of this study. The pre-test and the post-test administrated two classes which consist 2A and 2B. The pre-test was administrated before the treatment and the post-test aims at finding out the students' reading comprehension after treatment. The treatment will give by teaching use Self Regulated Learning and Listen Read Discussion. This activity was also intended to find out what the students skillkeeps holding of the material after doing treatment.

Table 3.1

Blue print of reading comprehension (Pre-test)

No	Indicator	Number of Questions
1	The students are able to identify main idea of Analytical Exposition text	1,6,11,16,21
2	The students are able to identify the specific information of Analytical Exposition text.	2,7,12,17,22
3	The students are able identify the reference of Analytical Exposition text	3,8,13,18,23
4	The students are able identify the synonym of Analytical Exposition text	4,9,14,19,24
5	The students are able identify the inference of Analytical Exposition text	5,10,15,20,25
	Total	

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Table 3.2

Blue print of reading comprehension (Post-test)

No	Indicators	Number of Questions
1	The students are able to identify main idea of Analytical Exposition text.	1,6,11,16,21,26
2	The students are able to identify the specific information of Analytical Exposition text.	2,7,12,17,22,27
3	The students are able identify the reference of Analytical Exposition text	3,8,13,18,23,28
4	The students are able identify the synonym of Analytical Exposition text	4,9,14,19,24,29
5	The students are able identify the inference of Analytical Exposition text	5,10,15,20,25,30
	Total	

3.5.1 Pilot Study

1. Module

Media in teaching and learning process with consists of the material, method, and evaluation. They are planned systematically and interestingly to competence based on its level of difficulty. Module in this research is the teacher's guideline to apply by Self-Regulated-Learning strategy and Listen Read Discuss strategy in teaching and learning reading comprehension.

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2. Preparation of the Study

Preparation is one of the important steps, before begin the research the researcher will prepare everything related to what is needed to the implementation of teaching process, such as:

a. Preparing the instrument

In this part, the researcher will prepare some questions (30 questions of multiple choices) to be answered by the students on try out.

b. Giving try out

The writer will distribute the try out questions which have been prepared to the students to be tried out to know which questions are valid and reliable to be given in pre-test and post-test.

c. Analyzing validity and reliability of the instrument

After getting try out result, the researcher will analyze each question to know whether it is valid and reliable or not. If the questions are valid and reliable, they will use as the questions for pre-test and post-test.

3.6. Validity and Reliability test

3.6.1 The Validity of Instrument

The purpose of the tray out is to find out the quality of the test items. Brown (2000:22) stste that a test is a method of a measuring a person's ability, knowledge, or performace in a given domain. Validity is the extent to which inference make from assesment result are appropriate, meaningful and useful in terms purpose assesment.

The researcher analyzed the point of difficulty level and discrimination index by using a formula (Heato, 1975:178)

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$$FV = \frac{R}{N} \times 100\%$$

Where :

FV : The index of difficulty

R : The number of correct answer

N : the number of respondent

3.6.2 The Reliability of Instrument

Reliability is important characteristic of a good test. In order to calculate the reliability of the test, the researcher found the mean of the students' score standard deviation.

To find out the reliability of the test the following formula was used discrimination index of an item indicated the extent each of students has differences. The following formula was used and taken Heaton (1975:164)

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{N(X)^2} \right)$$

Where : $M = \frac{\sum X}{N}$ and $S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$

r_{ii} : Reliability of the test

N : The number of item in the test

M : The mean score of all the test

S^2 : The standard deviation of all the test scores

Table 3.3

Criteria Coefficient of Reliability

Koefisien reliabilitas	Criteria
$0,8 \leq r_{ii} < 1,00$	Highest reliability
$0,60 \leq r_{ii} < 0,79$	High reliability
$0,40 \leq r_{ii} < 0,59$	Middle reliability
$0,20 \leq r_{ii} < 0,39$	Low reliability
$0,00 \leq r_{ii} < 0,19$	Lowest reliability

3.7 The Technique of Data Collection

In order for support this research, the researcher used technique as follows:

1. Observation

Researcher observe the students base on the explanation by the English teacher in SMK Migas Teknologi Riau in reading analytical exposition text and observed influence in reading comprehension. In observation technique, the researcher make list of observational items.

2. To find out the effect of using Self Regulated Learning and Listen Read Discussion on Students' Reading Comprehension at second year of SMK Teknologi Riau, the researcher administrated asses ability of the students in comprehension the text. Test in two stages. First pre-test do before treatment. The second was post-test do after doing treatment. The classification of the students' score is shown below.

Table 3.4**The Classification of the Students' Score**

Score	Categories
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-40	Poor

(Harris at al, 1986)

If the students will be able to achieve the goal, this means that assessment of students' ability needs to be correlated with the purpose of achieving.

3.8 Data Analysis Technique

In analysing the data, the researcher uses scores of pre-test and post-test of an experimental group 1 and an experimental group 2. This score is analyzed statistically for both descriptive and inferential statistics. To find out whether there is a significant difference or there is no significant difference between two or more variables analysed by using Independent Sample t_{test} and to compare a single groups' performance on pre-test and post-test or on two different treatments analyzed by using Non-Independent Sample t_{test} is also known as Paired-Sample t_{test} .

1. Independent Sample t-test

An independent t-test was conducted to determine any significant difference between pre-test reading comprehensions means score of experimental group 1 and experimental group 2. The result of pre-test reading comprehension test for

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experimental group 1 and experimental group 2 without considering students group or school category was analyzed by using Independent Sample T-test. Gay (2000) adds that the t-test for independent sample is used to determine whether there is probably a significant difference between the means of two independent samples. Independent sample t-test will be used to find out the results of the first and fourth hypotheses. They are as follows:

- a. To find out significant difference of students' reading comprehension before giving the treatment by using SRL strategy and LRD strategy for experimental class 1 and experimental class 2.
- b. To find out a significant difference of students' reading comprehension after giving the treatment by using concept SRL strategy and LRD strategy for experimental class 1 and experimental class 2.

To analyze the final-test scores of the experimental groups, there searcher will use SPSS 20 program.

2. Paired Sample t-Test

Paired Sample t-Test is known also as non-independent sample t-test. The researcher will use this formula to obtain the result of the second and third hypotheses to find out whether there is a significant effect using SRL and LRD strategy on students' reading comprehension at SMK Migas Teknologi Riau. Gay (2000: 448) states that t test for non-independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre- and post-test or on two different treatments. This time, the research used the pre-test and the post-test scores of the experimental

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classes in order to find the significant effect of using SRL and LRD strategy on students' reading comprehension at SMK Migas Teknologi Riau. To obtain the data, the researcher will use SPSS 20. Afterwards, it is important to know the effect size of treatments of SRL and LRD strategy. Eta Square Equations will use to measure the effect size (Cohen, Manion, and Morrison, 2007). An effect size is simply a way of quantifying the difference between two groups. For related or pair samples in t-test, the following formula is used: $\text{Eta squared} = \frac{t^2}{t^2 + N1 - 1}$ Where: t = the t-value $N1$ = the number of sample For independent sample in t-test, the effect size (eta squared) is calculated by the following formula (Pallant, 2010) $\text{Eta squared} = \frac{t^2}{t^2 + (N1 + N2 - 2)}$ Where: t = the t-value $N1$ = the number in the sample of group one $N2$ = the number in the sample group two

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CHAPTER 5

CONCLUSION, IMPLICATION AND RECOMMENDATIONS

5.1. Conclusion

Based on the data analysis, it can be concluded as follows:

1. “There is a significant difference of students’ reading comprehension between pre-test or before being given a treatment and post test or after being given a treatment by using Self-Regulated Learning strategy in the experimental group 1 at SMK Migas Teknologi Riau.

The result of the first conclusion is based on the analysis of dependent paired Sample T-test of reading comprehension between pre-test mean scores and post test mean score of the experimental group 1 shows there is a significant difference that T-test result is ,000, its df 50, mean of experimental group 1 was 54,23 and experimental group 2 is 82,30. So in the conclusion $p = ,000$, the 2-tailed is less than than 0.05 ($p < 0.05$). The result shows that mean scores offer much difference between both groups. It can be determined that the subjects in both classes are not equivalent between before and giving the treatment at SMK Migas Teknologi Riau.

1. “There is a significant difference of students’ reading comprehension between post test or after being given a treatment by using Self-Regulated Learning strategy in the experimental group 1 and by using Listen Read Discuss Strategy (LRDS) in the experimental group 2 at SMK Migas Teknologi Riau.

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The result of the second conclusion is based on the analysis of dependent paired Sample T-test of reading comprehension between pre-test mean scores and post test mean score of the experimental group 2 shows there is a significant difference that T-test result is ,000, its df 50, pre-test mean scores is 56,76 and post test mean score is 80,57. So in the conclusion $p = ,000$, the 2-tailed is less than than 0.05 ($p < 0.05$). The result shows that mean scores offer much difference between pretest and posrt test. It can be determined that the subjects in both classes are not equivalent between before and after giving the treatment at SMK Migas Teknologi Riau.

3, The effect size was obtained 84% after using the treatment of Self Regulated Learning Strategy and 82% after treatment of using Listening Read Discuss strategy at SMK Migas Teknologi Riau. It can be concluded that there is no significant effect after being given the treatment between Experimental group 1 and experimental group 2.

The result of the second conclusion is based on the analysis of Independent Sample T-test of reading comprehension post-test mean scores between an experimental group 1 and experimental Group 2 shows there is no significant difference that T-test result is ,232, its df 25, mean of experimental group 1 was 82,30 and experimental 2 group is 80,57. So in the conclusion $p = .232$, the 2-tailed is bigger than than 0.05 ($p > 0.05$). The result shows that mean scores are equivalent after giving the treatment at SMK Migas Teknologi Riau

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It can be determined that the subjects in both classes are equivalent after giving the treatment at SMK Migas Teknologi Riau.

5.2. Implication

This research demonstrates that Self-Regulated Learning and Listen-Read-Discuss (LRD) strategies were beneficial for reading comprehension in teaching English. The following implications for the research are suggested by the conclusions of this study.

1. Extending the instructions in Self-Regulated Learning and Listen- Read-Discuss (LRD) strategies may have a greater effect on the improvement of comprehension and ability to answer comprehension questions.
2. Extending the training in Self-Regulated Learning strategy may improve subjects' ability to identify questions according to their Listen Read Discuss
3. Implementing Self-Regulated Learning and Listen-Read-Discuss (LRD) strategies in content area instruction may enhance subjects' comprehension of the text.
4. Providing classroom instruction of using Self-Regulated Learning and Listen-Read-Discuss (LRD) strategies may enable subjects to use the strategies independently while completing assignments.
5. Implementing Self-Regulated Learning and Listen-Read-Discuss (LRD) strategies may enhance students' ability to analyze passages and the accompanying questions found in the textbooks.

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6. Teachers may also increase their ability to develop and instruct students in questions that assess different levels of comprehension within their content area of instruction.

In short, this research implies that Self-Regulated Learning and Listen-Read-Discuss (LRD) strategies are very beneficial to improve students' reading comprehension. This idea analogously with the previous research, Line Wiget et al., (2013) explained that Self-Regulated Learning strategy can contribute to the improvement on students' reading comprehension. In other words, the theory in chapter II has the impact to the implication of Self-Regulated Learning and Listen-Read-Discuss (LRD) strategies in improving students' reading comprehension.

5.3. Recommendation

Dealing with the conclusion of the research, some recommendations are proposed as follows:

1. Recommendation for the teacher.
 - a. The teacher can use Self-Regulated Learning and Listen-Read- Discuss strategies as alternative strategies in teaching and learning process especially in teaching reading comprehension on analytical exposition text
2. Recommendation for the students.
 - a. The students should pay attention when the teacher explains the material about reading and how to use the strategies that used in the classroom.

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b. The students should practice to improve their reading comprehension by using Self-Regulated Learning or Listen-Read-Discuss (LRD) strategies at school or another place.

3. Recommendation for the next researchers.

- a. The researchers are expected to find the new strategies, methods, techniques, and approaches in order to help the students to be easy to get the teaching and learning objectives and also to make the students feel joyful in learning English.
- b. The researches always watch the development of education
- c. The researchers are enforced to be agents of change in education

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THE GRADUATE PROGRAMME

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Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor : 1164/Un.04/Ps/PP.00.9/2021 Pekanbaru, 14 Juni 2021
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: AMRIL
NIM	: 21790115734
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: A COMPARATIVE STUDY BETWEEN THE EFFECT OF USING SELFT-REGULATED LEARNING AND LISTEN READ DISCUSS STRATEGY ON STUDENTS' READING COMPREHENSION AT SMK MIGAS TEKNOLOGI RIAU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Pekanbaru

Waktu Penelitian: 3 Bulan (14 Juni 2021 s.d 14 Agustus 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam

Direktur

Afrizal M.

NIP. 19591015 198903 1 001



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/41816
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1164/Un.04/Ps/PP.00.9/2021 Tanggal 14 Juni 2021**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | AMRIL |
| 2. NIM / KTP | : | 21790115734 |
| 3. Program Studi | : | PAI |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | A COMPARATIVE STUDY BETWEEN THE EFFECT OF USING SELF-REGULATED LEARNING AND LISTEN READ DISCUSS STRATEGY ON STUDENTS'READING COMPREHENSION AT SMK MIGAS TEKNOLOGI RIAU |
| 7. Lokasi Penelitian | : | SMK MIGAS TEKNOLOGI RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 17 Juni 2021



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

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PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

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2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Amril
ID Number : 21790115734
Date of Birth : March 01, 1991
Sex : Male
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test
Listening Comprehension : 59
Structure & Written Expressions : 57
Reading Comprehension : 49
Overall Score : 550

Expired Date : November 20, 2022



The Head of Language Development Center
Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003

English Proficiency Test Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
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LANGUAGE DEVELOPMENT CENTER
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شهادة الكفاءة اللغوية

اعطيت الى

Amril

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الجنس : Male
المولود : March 01, 1991

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 43
القواعد : 58
القرأة : 51
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